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ABSTRACT

This level I (third grade equivalent, 2.7-3.9 readability) student workbook is part of an adult basic education series utilizing Southwestern American Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices. Each lesson teaches a reading/writing skill with a presentation section explaining the concept and providing examples and a practice section of exercises requiring application of the skill/concept. A post-test is included for each unit to measure student mastery/progress. A glossary covering all literary, grammatical, and technical terms is provided to help students with word usage and vocabulary development. Units cover parts of speech (common and proper nouns, singular and plural nouns, pronouns used as nouns, simple verb tenses, articles, descriptive adjectives), simple sentence structure, punctuation (period and question mark), capitalization, and practical writing of personal information. (NEC)

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PATHWAYS

AN ADULT BASIC SKILLS WRITING WORKBOOK

LEVEL I

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PREFACE TO THE STUDENT

This workbook has been written to help you learn to read and write better. You can enjoy these skills whether you are at home, at school, or at work.

In the workbook, you will be reading and writing about Southwest Indian tribes and their exciting and colorful ways of life. This may be a little different from the usual classroom books because it is mainly about Indian cultures and things that you may find interesting.

The workbook is set up in parts called units. Each unit has lessons and exercises. There are rules on how to do the lessons and they are given at the beginning of each lesson. You need to read the rules and follow the examples. Your instructor will help you along with the lessons and will check your answers to the workbook questions. At the end of each unit, there is a test called the post-test. This test is a review of what was given in the lessons as the skill to be learned. It helps you and your instructor know how well you are doing from unit to unit.

At the back of the book, there is a list of words and what they mean. This list is called the glossary. It is there to help you build your word usage.

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UNIT I

I. PARTS OF SPEECH

A.1. Common and proper nouns

COMMON NOUNS

You first started to talk when you were a baby. You looked around and said something like, "Mamma . . . ball . . . water." These words are the names of the people, places, and things you saw. Words like these are called **nouns.** Every noun names a person, place, or thing.

A noun can name a person:

man, woman, grandmother, chief, dancer, teacher

A noun can name a place:

mesa, canyon, reservation, desert, city, town

A noun can name a thing:

sand, hogan, rain, truck, sheep, night, day, month

Can you find the nouns in this sentence?

The boy chased the rabbit out of the garden.

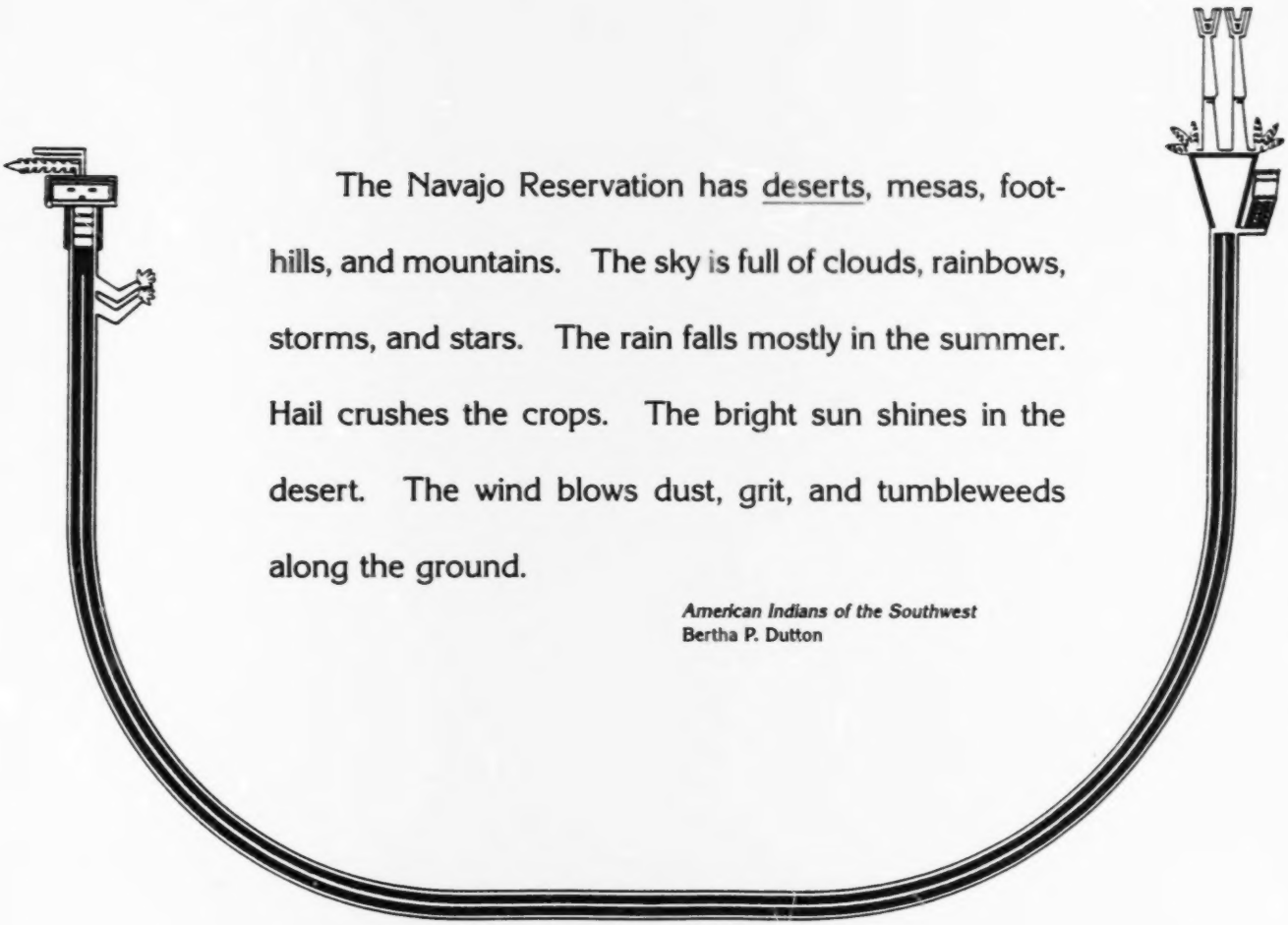
Did you choose **boy, rabbit, garden?** Good!

boy is a person
rabbit is a thing
garden is a place

All of these nouns are called **common nouns.** A common noun names any person, place, or thing.

I.A.1. Common and proper nouns

Put a line under all the common nouns in this story. There are 20 common nouns. The first one has been done for you.



The Navajo Reservation has deserts, mesas, foothills, and mountains. The sky is full of clouds, rainbows, storms, and stars. The rain falls mostly in the summer. Hail crushes the crops. The bright sun shines in the desert. The wind blows dust, grit, and tumbleweeds along the ground.

American Indians of the Southwest
Bertha P. Dutton

I.A.1. Common and proper nouns

PROPER NOUNS

Now, when you were born, you were a **baby,** and that is a noun. You were a **boy** or a **girl** and they are nouns, too. But you were given a special name. You were given a name like **Guy,** or **Melvin,** or **Susan,** or **Arlene.** These special names are also nouns. They are called **proper nouns.** All names of one person, or group of people, place, or thing are **proper nouns.**

Person: **Raymond Little Deer** is a person.
Group: **Navajos** are a tribe of people.

Place: **Phoenix** is a city.
Arizona is a state.

Thing: The **Gila River** is a river.
Tuesday is a day of the week.

Proper nouns (names of people, places, and things) always start with a capital letter.

There are four proper nouns in the story below. Put a line under only the proper nouns.

The San Francisco Peaks are very sacred to the Hopis. The peaks are north of Flagstaff, Arizona. Another place special to the tribe is the Grand Canyon.

The Kachinas Are Coming
Gene N. Hodge

So, you see, a common noun names **any** person, place, or thing. A proper noun names **one** special person, place, or thing.

I.A.1. Common and proper nouns

In the sentences below, there are both kinds of nouns. Write the proper noun on the blank line under Proper Noun. Write the common noun on the blank line under Common Noun. The first one has been done for you.

	Proper Noun	Common Noun
1. The Grand Canyon has a visitor center.	Grand Canyon	center
2. Casa Grande is in the desert.		
3. Desbah is my grandmother.		
4. Pueblo Bonita was an old village.		
5. A Mustang is a car.		
6. Dr. Romero is a woman.		
7. December is my favorite month.		
8. Ira Hayes was a war hero.		
9. Tohono O'Odham is the name of a tribe.		
10. The Hopi Tribe has a new school.		

A.2. *Singular and plural nouns*

Singular nouns

As you learned, nouns name people, places, and things. Nouns can name one thing at a time, like

one truck	a rabbit
one boy	the canyon

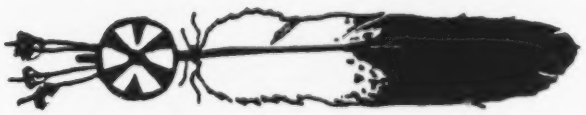
These nouns are called **singular** nouns. They name one single person, place, or thing.

Plural nouns

Nouns can also name more than one person, place, or thing at a time. These are called **plural** nouns. They refer to more than one person, place, or thing. Often, to make a plural noun, you just add **-s** to the singular noun.

Singular	+	s	=	Plural
truck	+	s	=	trucks
boy	+	s	=	boys
rabbit	+	s	=	rabbits
canyon	+	s	=	canyons

This is the way you make most singular nouns plural.



I.A.2. Singular and plural nouns

Now, you add the **s** to the singular nouns listed below to make them plural. Write the plural noun in the blank space.

Singular	Plural
1. arrow	_____
2. cloud	_____
3. hawk	_____
4. tree	_____
5. horse	_____
6. blanket	_____
7. bead	_____
8. eagle	_____
9. pencil	_____
10. car	_____

I.A.2. Singular and plural nouns

Here are special rules for making some singular nouns plural.

RULE # 1: When a noun ends in **s, ss, ch, sh, z,** or **x,** you add **es** to make it plural.

Singular	+	es ending	= plural
bus	+	es	= buses
dress	+	es	= dresses
lunch	+	es	= lunches
dish	+	es	= dishes

Now, you try some. Add **es** to the nouns below. Write the plurals on the line.

	Singular	Plural
1.	peach	_____
2.	box	_____
3.	wish	_____
4.	glass	_____
5.	mix	_____
6.	class	_____

I.A.2. Singular and plural nouns

RULE #2: When a noun ends in **y** that comes after a vowel (a, e, i, o, u) just add **s**.

valley + s = valleys
day + s = days

BUT, if a word ends in **y** after a consonant, change the **y** to **i** and then add **es.**

fly + es = flies
baby + es = babies

Now, you try some. Remember the rule!

	Singular	Plural
1.	puppy	_____
2.	key	_____
3.	story	_____
4.	berry	_____
5.	lily	_____
6.	fly	_____

I.A.2. Singular and plural nouns

RULE #3: Some nouns end in **o.** When **o** comes after another vowel (a, e, i, o, u), add **s.**

stereo + s = stereos

But, when **o** comes after a consonant, you add **es.**

tomato + es = tomatoes

Now, you try some. Remember the rule.

Singular	Plural
1. radio	_____
2. hero	_____
3. potato	_____
4. rodeo	_____
5. echo	_____
6. banjo	_____

There are some exceptions to Rule #3. Look in a dictionary if you are not sure about making a plural.

I.A.2. Singular and plural nouns

Here are some other special nouns. Some nouns are the same in the singular and plural. The spelling does not change.

Singular	Plural
fish	fish
deer	deer
trout	trout
swine	swine
elk	elk
moose	moose
sheep	sheep

In the nouns listed below, the spelling changes to make them plural.

Singular	Plural
woman	women
man	men
child	children
foot	feet
tooth	teeth
ox	oxen
mouse	mice
goose	geese

Write the plural of the noun on the line.

1. foot _____
2. sheep _____
3. deer _____
4. tooth _____
5. man _____
6. child _____

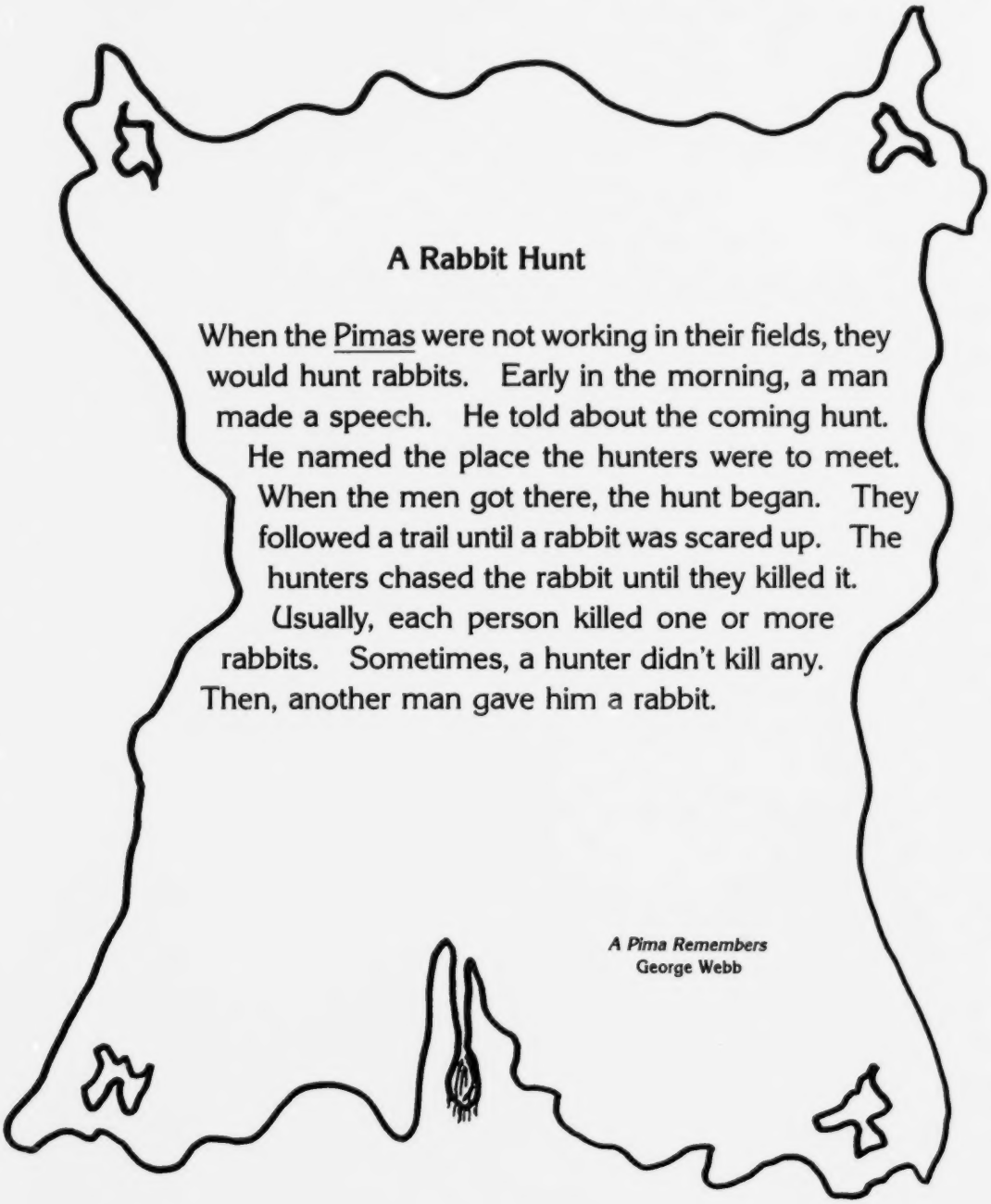
I.A.2. Singular and plural nouns

In the list below, decide which plural noun is spelled correctly and which plural noun is spelled wrong. Put a line under the plural that is spelled wrong. Then, write the correct spelling of the plural on the blank line. Remember the spelling rules you just learned. The first one has been done for you.

1.	(1) taxs	(2) armies	taxes
2.	(1) cookys	(2) children	_____
3.	(1) fish	(2) skys	_____
4.	(1) horns	(2) misss	_____
5.	(1) churchs	(2) ranches	_____
6.	(1) parties	(2) mans	_____
7.	(1) teeth	(2) brushs	_____
8.	(1) holidaies	(2) mesas	_____
9.	(1) moose	(2) sheeps	_____
10.	(1) enemys	(2) grandparents	_____
11.	(1) deers	(2) tomatoes	_____
12.	(1) foots	(2) nails	_____

I.A.2. Singular and plural nouns

The story below is about a Pima hunt. First, underline all the nouns in the story. Then, write the singular nouns under the list called Singular Nouns. Write the plural nouns under the list called Plural Nouns. The first one has been done for you.



A Rabbit Hunt

When the Pimas were not working in their fields, they would hunt rabbits. Early in the morning, a man made a speech. He told about the coming hunt. He named the place the hunters were to meet. When the men got there, the hunt began. They followed a trail until a rabbit was scared up. The hunters chased the rabbit until they killed it. Usually, each person killed one or more rabbits. Sometimes, a hunter didn't kill any. Then, another man gave him a rabbit.

A Pima Remembers
George Webb

I.A.2. Singular and plural nouns

Singular Nouns	Plural Nouns
1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	

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I. PARTS OF SPEECH

B.1. Pronoun used as a noun

A **pronoun** is a word that takes the place of a noun. A pronoun can be used the same way a noun is used. Remember, a noun names people, places, and things. A pronoun can stand for people, places, and things.

Look at these examples:

The brothers bought a pickup truck.
They bought a pickup truck.

You have put **they** where **the brothers** were.

Mary is a potter.
She is a potter.

Irwin works at the copper mine.
He works at the copper mine.

The ring belonged to my mother.
It belonged to my mother.

You use a pronoun when you do not want to use a noun or a name over again. Using a name over and over sounds odd. Without pronouns, reading can sound like this:

Guy lost a sheep. Guy had to track the sheep for many days. Guy never found the sheep. Guy thinks a coyote killed the sheep.

It is much easier to read when pronouns are used.

Guy lost a sheep. **He** had to track **it** for many days. **He** never found **it.** **He** thinks a coyote killed **it.**

You have put **he** where **Guy** was. You have put **it** where **sheep** was.

I.B.1. Pronoun used as a noun

Here are pronouns that can be used as nouns. Just like nouns, pronouns can be singular or plural.

SINGULAR PRONOUNS	PLURAL PRONOUNS
I	we
you (one)	you (two or more)
he	they
she	
it	

All of the pronouns, except for **it** and sometimes **they,** can stand for people.

I — can stand for the speaker or writer of a sentence or passage

you (singular) — can stand for the one person the writer is speaking to

he — can stand for any male person

she — can stand for any female person

it — can stand for any animal, thing, or place

we — can stand for the writer along with one or more other people

you (plural) — can stand for the people the writer is speaking to

they — can stand for people (more than one), animals, and things

I.B.1. Pronoun used as a noun

There is a line under a noun in each sentence below. Write the pronoun that can stand for the noun. The first one has been done for you.

1. Jacob ran through the garden. He
2. The young men herded sheep all day. _____
3. My grandmother weaves rugs. _____
4. The truck has a flat tire. _____
5. My brother woke the baby. _____
6. Melvin and I are going to the dance. _____

Now, you write sentences with these pronouns.

1. I _____.
2. You _____.
3. We _____.
4. She _____.
5. They _____.
6. He _____.

I.B.1. Pronoun used as a noun

Put a line under the pronouns in the story. There are 12 pronouns. The first one has been done for you.

1. Oraibi is a Hopi village. 2. People have lived there for 1,000 years. 3. Some people say it is the oldest village in the United States. 4. One old man, chief of the Hopis, disagreed with that. 5. He said another village, Shungopavi, was older. 6. "We came here before that," he told the white man. 7. "I remember something like that."

8. The white man was shocked.

9. "Remember? You remember?" he asked.

10. The old man smiled. 11. He liked telling stories to the white man. 12. "Man does not have the only memory. 13. The stones remember. 14. Even the earth, it remembers. 15. If you know how to listen, they will tell you many things."

The Vanishing White Man
Stan Steiner

I.B.1. Pronoun used as a noun

You know that pronouns stand for nouns. Sometimes they stand for nouns in other sentences. Look at the story about Oraibi. Answer the questions.

1. What does the pronoun it in Sentence 3 stand for?

   _____

2. Who does the pronoun he in Sentence 9 stand for?

   _____

3. Who does the pronoun they in Sentence 15 stand for?

   _____

4. Who does the pronoun we in Sentence 6 stand for?

   _____

I. PARTS OF SPEECH

C.1. Simple verb tenses

A **verb** is a word that shows action.

I walk	you learned
he runs	they danced

A verb can show the time of an action. This is called the verb tense. To show different times, a verb has different tenses.

Action which goes on everyday or is happening now is called the **present** tense.

I grind corn every day.
He sits under the tall tree.
They walk to the stream every morning.

The present tense of a verb looks like this.

Singular	Plural
I walk	We walk
You walk	You walk (as in all of you)
he, she, it walks	they walk

An -s is added to the verb with he, she, or it:

He runs.
She thinks.
It lives.

Action that has already happened and has stopped is called the **past** tense.

I opened the box yesterday.
She walked to school last week.
We hunted for elk last fall.

I.C.1. Simple verb tenses

The past tense is formed by adding **-ed** to the verb like this.

Singular	Plural
I walked	we walked
you walked	you walked (as in all of you)
he, she, it walked	they walked

Action that will happen at a later time is called **future** tense.

I will cook the corn next week.
It will wait until tomorrow.
You will want the water later.

The future tense is formed by placing **will** in front of the verb.

Singular	Plural
I will walk	we will walk
you will walk	you will walk
he, she, it will walk	they will walk

On the line at the right, tell if the action happens in the **present,** the **past,** or the **future.** The first one is done for you.

1. The snake crawled over the rocks. _____past_____
2. Joan will watch the baby when I leave. _____
3. I hunt for quail early in the morning. _____
4. He listened to the man's story. _____

I.C.1. Simple verb tenses

5. She sings to her baby every evening. _____

6. They will work at the mine next week. _____

7. I will look for it later. _____

8. In one story, the boy turned into an eagle. _____

Here, you must do two things. First, circle the correct verb for each sentence. Then, on the line to the right, tell if the verb tense is **present, past** or **future.**

1. He will (hunts, hunt) for rabbits tomorrow. _____

2. I (learns, learned) to make fry bread when I was young. _____

3. Helen (cooks, cook) breakfast every morning. _____

4. We will (walk, walked) to town on Monday. _____

5. Allen and George (waited, waits) for two hours before the bus came. _____

6. I (write, writes) long stories. _____

7. We (tracks, tracked) the deer for a time, but we never saw it. _____

8. Pete (want, wants) a new truck. _____

I.C.1. Simple verb tenses

Here are a few spelling rules you will need to remember.

1. If a verb ends in **e,** just add **-d** to form the past tense

   like — liked
   smoke — smoked
   hike — hiked

2. If a verb ends in a consonant plus **y,** change the **y** to **i** before adding

   a. **-ed** to form the past tense
      study — studied
      try — tried
      fry — fried

   b. or **-es** to form the present tense with he, she, or it

      I study — she studies
      you try — he tries
      you fly — it flies

3. If a verb ends in a short vowel followed by a consonant, double the consonant before adding **-ed** to form the past tense

   trap — trapped
   rip — ripped
   snap — snapped

I.C.1. Simple verb tenses

Add the -ed and -s endings to these verbs using the spelling rules. The first one is done for you.

	-ed	-s
1. study	studied	studies
2. bake		
3. trap		
4. dance		
5. try		
6. hike		
7. rip		
8. hurry		
9. live		
10. step		
11. carry		
12. smoke		
13. trip		
14. use		
15. dry		
16. stop		

I.C.1. Simple verb tenses

Now, write the correct form and tense of the verb at the left for each sentence. The first one has been done for you.

carry (past) 1. Warren carried the deer home on his horse.

like (present) 2. Gail _____ to visit her grandmother.

trap (past) 3. Yesterday, Joe and Alfred _____ the horse in a box canyon.

dry (past) 4. Susan _____ the meat over a fire, and then put it away.

study (present) 5. William _____ hard at school every day.

bake (past) 6. My aunt _____ a special bread for the ceremony.

rip (past) 7. Last night, her shawl _____ when it caught on a nail.

dance (past) 8. We _____ all night at the chicken scratch.

I.C.1. Simple verb tenses

Irregular verbs

Many verbs in English have special past tense forms. These are called **irregular** verbs because you do not add the **-ed** endings to form the past tense.

Here is a list of common irregular verbs. You should read the list below several times until you can remember how the words change in spelling from the present tense to the past tense:

Present	Past	Present	Past
begin	began	keep	kept
break	broke	know	knew
bring	brought	leave	left
buy	bought	lose	lost
catch	caught	make	made
come	came	meet	met
cost	cost	pay	paid
cut	cut	ride	rode
do	did	run	ran
drink	drank	say	said
drive	drove	see	saw
eat	ate	send	sent
fall	fell	shoot	shot
feel	felt	sing	sang
fight	fought	sit	sat
find	found	sleep	slept
fly	flew	speak	spoke
get	got	stand	stood
give	gave	take	took
go	went	tell	told
grow	grew	win	won
have	had	write	wrote

I.C.1. Simple verb tenses

Write the past tense for each of these irregular verbs.

1. lose _____
2. fly _____
3. see _____
4. eat _____
5. buy _____
6. run _____
7. fall _____
8. bring _____
9. drive _____
10. sing _____
11. pay _____
12. sleep _____
13. give _____
14. begin _____
15. cut _____
16. ride _____
17. have _____
18. get _____
19. win _____
20. stand _____

I.C.1. Simple verb tenses

Now, find the verb in each sentence by underlining it. Write the past tense of the verb on the line at the right. The first one is done for you.

1. She speaks English well. spoke
2. Jake buys his food in town. _____
3. I win every horse race. _____
4. Sara runs every morning. _____
5. They catch fish in the lake. _____
6. The corn grows fast. _____
7. Eagles fly to the top of the mountain. _____
8. The holy man sings at the ceremony. _____
9. The little boy sleeps on the sheepskin. _____
10. I feel like dancing. _____
11. Sam takes the sheep out every morning. _____
12. I find arrowheads in the sand. _____

I. PARTS OF SPEECH

D.1. Articles

The articles **a, an,** and **the** are used to tell which one.

Use **the** to show one or more things.

the boy	**the boys**
the car	**the cars**

Use **a** and **an** to show only one thing.

a blanket	**an apple**
a toy	**an aunt**

An is used before any word that begins with a vowel or vowel sound (a, e, i, o, u).

an eagle **an hour** **an alarm** **an Indian**

Remember, when you talk about more than one of something you always use **the,** like this: **the men, the trees, the tribes.**

Put a line under all the articles in each sentence. The first one is done for you.

1. An old man sat by the fire.
2. A large dog ran after the rabbit.
3. Give an apple to the little girl.
4. Don't tell a secret to an enemy.
5. The clouds are making the sky dark.
6. An eagle flew to the top of the tree.

I.D.1. Articles

On the blank space, write the correct article. Use **a, an,** or **the.** Do not use **the** if **a** or **an** can be used instead.

1. _____ feather
2. _____ dancers
3. _____ woman
4. _____ arrow
5. _____ sheep
6. _____ leader
7. _____ eagle
8. _____ hour
9. _____ tribes
10. _____ owl
11. _____ ring
12. _____ boys
13. _____ enemy
14. _____ clouds
15. _____ blanket
16. _____ apple

I. PARTS OF SPEECH

D.2. Descriptive adjectives

A word that describes or tells about a noun is called an **adjective.** An adjective can tell size, color, shape, number, and so on. It often answers the questions **what kind?**

a big dog	a large crowd
a cloudy day	a small child
a red dress	a square house
a long hike	a tired man

Look for the words that describe the nouns in each sentence. Put a line under each adjective. The first one has been done for you.

1. The tall man sat on the white horse.
2. A round Kiva was dug in the hard ground.
3. The cracked bowl was found at the old ruins.
4. The full moon rose over the high mountain.
5. The young woman made a new basket.
6. He sat on a flat rock while he ate the dried meat.
7. The fresh squash was hung on long poles to dry.
8. A small boy gave fresh water to his dog.

I.D.2. Descriptive adjectives

Write an adjective on the line in each sentence. You can use the words in this list or you can make up your own. Do not use the same words over again.

big	clay	gray	pretty	hot
small	sunny	brown	nice	cold
large	cloudy	white	good	warm

1. The man sat on a _____ rug.
2. The water is stored in a _____ jar.
3. The _____ horse can run fast.
4. It is a _____ day.
5. A _____ rabbit hid under the bush.
6. The man made a _____ ring out of silver.
7. A _____ meal was cooking when we got home.
8. Don't drop the _____ bowl or it will break.

UNIT I POST-TEST: PARTS OF SPEECH

Put a line under the common and proper nouns in this story.

1–12:

Long ago, a Hualapai killed a deer and traded the hide to a Supai who tanned it and traded it to Hopis for pottery. The Hopis made boots for women from it which they traded to Zunis for dye and turquoise.

Speaking of Indians
Bernice Johnson

Write the plural form of these nouns.

13. arrow _____
14. peach _____
15. valley _____
16. canyon _____
17. woman _____
18. mouse _____
19. fish _____
20. flower _____

Write the pronoun that can take the place of the underlined noun on the line.

21. My two brothers like to hunt rabbits. _____

22. Arlene and I are the best weavers. _____

23. The stew is burning. _____

24. Grandmother will be here tomorrow. _____

Tell if the action of these sentences happens in the past, present, or future.

25. Dave will dance at the pow-wow. _____

26. The eagle flew over the mesa. _____

27. Arlene works in Flagstaff. _____

28. We will hunt rabbits this weekend. _____

Put a line under all the articles and descriptive adjectives in this story.

29–44:

Indians were good runners. In the old days, fast runners made daily trips to the sea coast. They brought fresh fish to the king, Montezuma. An Apache could go on a forced March of 100 miles without sleep. A favorite game of the Hopis was played by running and kicking a ball.

Speaking of Indians
With an Accent on the Southwest
Bernice Johnson

UNIT II

II. SENTENCE STRUCTURE

A. *Types of simple sentences*

Words in English are put together to make a sentence. A sentence is a group of words that has one whole thought or idea. Two kinds of sentences are the **statement** and the **question.**

The **statement** is a telling sentence. It starts with a capital letter and ends with a period (.). It gives you information about something.

You can rest here. The fry bread is ready.

Write the letter from list **B** on the line by the sentence it completes in list **A.** Remember that a sentence always has a whole thought or a complete thought. The first one has been done for you.

A	B
1. Melvin saw a __f__.	a. the desert
2. Grandmother makes beautiful _____.	b. wonderful
3. Rainbows have _____.	c. with snow
4. Roadrunners live in _____.	d. baskets
5. The peaks were covered _____.	e. made a sandpainting
6. Stella moved _____.	f. coyote
7. The fry bread smells _____.	g. many colors
8. The medicine man _____.	h. to Flagstaff

II.A. Types of simple sentences

A **question** is an asking sentence. This sentence asks for information. Your teacher uses many asking sentences. The answer to most questions will be telling sentences (statement). These are questions:

Can you smoke here?
Is the fry bread ready?

A question starts with a capital letter and ends with a question mark (?).

Do you drive a car?
When does Arlene work?

Read carefully the sentences below. Put an **S** on the line if the sentence is a statement. Put a **Q** on the line if the sentence is a question. The marks at the ends of the sentences have been left out. The first one has been done for you.

Q 1. Where is the dance?

_____ 2. How many silversmiths do you know

_____ 3. The Snake Dance is a Hopi ritual

_____ 4. When did you see the eagle

_____ 5. Grandmother makes baskets and rugs

_____ 6. Why didn't you call me for dinner

_____ 7. Can you see across the canyon

_____ 8. I can see across the canyon

II.A. Types of simple sentences

_____ 9. Dawn knows how to roast chili peppers

_____ 10. How do you skin a rabbit

_____ 11. An eagle flew over the mesa

_____ 12. How far is it to the reservation

You can make questions out of some statements. For statements that use verbs like **is, am, are, was, were, can, will, should,** and **must,** move the verb to the front of the sentence.

Statement: Harry **is** a rancher.
Question: **Is** Harry a rancher?

Statement: There **are** three colts in the pen.
Question: **Are** there three colts in the pen?

Statement: You **were** at the dance last night.
Question: **Were** you at the dance last night?

Use the statements below to make questions. Remember to move the verb to the front of the sentence.

1. I am old enough to vote. _____

_____

2. You can hear the singers. _____

_____

II.A. Types of simple sentences

3. There is a sunrise dance tomorrow. _____

_____

4. They are old friends. _____

_____

5. You must go into town. _____

_____

6. Grandmother should stay home. _____

_____

7. The boys were out riding. _____

_____

8. Rena was in school. _____

_____

UNIT III

III. PUNCTUATION

A.1. Use of period at end of sentence

All sentences must end with an end mark. An end mark is used to show where to stop. If you did not use end marks, it would be hard to tell where one sentence ends and the next one begins.

One of the most used end marks is the **period.** It is always used to end a statement. A statement is not the same as an asking sentence. A statement is a telling sentence. A question, or asking sentence, uses a different end mark, as you will soon learn.

Try reading this.

> The dance will last for four days there will be a lot of food to eat everyone will have a good time everyone will be tired when it is time to leave

Did you find this hard to read? Now read this.

> The dance will last for four days. There will be a lot of food to eat. Everyone will have a good time. Everyone will be tired when it is time to leave.

This time an end mark has been used to show where each sentence ends. This should be much easier for you. A **period** tells where each sentence ends.

Put a period at the end of each sentence below. You should make four sentences.

> The two boys wanted to race they ran to the top of the mesa it was a long race the smaller boy won the race

III.A.2. Use of question mark at end of sentence

Another kind of end mark is used at the end of a question. Remember, a question is an asking sentence. The end mark you use here is called a **question mark.** A question mark looks like this: **?.** Use the question mark at the end of every asking sentence.

Practice making a question mark like this:

Put a question mark at the end of each question.

1. Do you like to eat fry bread
2. Where are you going
3. What dress will you wear
4. When will she be back
5. What time is it
6. Do you have any money
7. How old is your brother
8. Where do you live

III.A.2. Use of period or question mark at end of sentence

In this story, write a period or a question mark at the end of each sentence. Remember, only use the question mark at the end of an asking sentence. Use a period at the end of a telling sentence.

1. Do you want to go to town _____
2. Yes, I will go with you _____
3. Good, you can ride in the back of the truck _____
4. How far is it to town _____
5. It is about 30 miles from here _____
6. Will it take a long time to get there _____
7. Why do you want to know _____
8. If it takes a long time, I will take a nap _____
9. Well, it takes a long time, but you won't sleep _____
10. Why not _____
11. The road is very bumpy _____
12. Then I will dream that I am riding a bronco at the rodeo ____

UNIT IV

IV. CAPITALIZATION

A. *Use of capitals*

In the English alphabet, the capital letters look like this: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z. Remember that the first word in every sentence always begins with a capital letter.

The red sand is hot.
It looks like it will rain.

You must also capitalize proper nouns and the pronoun "I".
Example: I can I will I did

As you will remember, proper nouns can be:

people's names:	Ted Kennedy, Barbara Little;
names of cities, towns, and states:	Tucson, Phoenix; Payson, Holbrook; New Mexico, Arizona, California
names of tribes:	Hopi, Pima, Apache, Navajo
names of days and months:	Monday, Tuesday, Sunday; April, June, August

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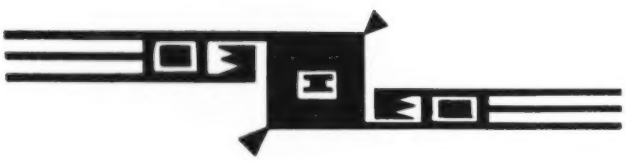
IV.A. Use of capitals

Put a line under each word that should have a capital letter.

1. my friend bessie lives in mesa, arizona.
2. bob chee went to tuba city to visit his son last friday.
3. i would like to visit taos, new mexico, in june.
4. the hopi village of walpi is in northern arizona.
5. rena's friend, helen begay, weaves fine rugs.
6. on sunday, i will go with galen to cut firewood.
7. his brother, henry, goes to town every saturday to sell his jewelry.
8. the indians will have a big pow-wow in april.



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IV.A. Use of capitals

Read the sentences below. Decide where the capital letters go. Write each sentence over on the lines below it with the capital letters where they should be.

1. pete will ride his horse to chinle on tuesday.

2. lewis plans to go to the council meeting on the first monday in july.

3. on saturday, paula will teach me to make hopi piki bread.

4. a lot of silver jewelry is made in zuni, new mexico.

UNIT V

V. PRACTICAL WRITING

A. *Writing of personal information*

There are many different kinds of forms you will sometimes be asked to fill out. They could be for a job or for school, for a bank, or for health care. Most forms ask for some of the same information. Now, you will have a chance to practice writing some of this information.

You should already know where to write your name and address on a form. It will look something like this:

Name Fox (Last) Michael (First) J. (Middle)

Address 1863 S. Drake (Street) Tempe (City) Az. (State) 85281 (Zip Code)

On many forms, you are asked to write your last name before you write your first name. Look carefully to see which name is to be written first.

You may also need to write your birth date. It might look like this on a form.

Date of Birth 1 / 13 / 62
Mo. Day Yr.

1/13/62 — means January 13, 1962

Write the number of the month you were born and not the name of the month. You should write 1 for January, 2 for February and so on. Ask your teacher if you are not sure of the number of the month in which you were born.

V.A. Writing of personal information

The number of the day you were born is next. Then the year you were born. Do not write the whole number (1962). You can drop the 19 part. Just write the last two numbers; 62 (or the year you were born).

A form may also ask you for a phone number (if you have one) and your social security number (S.S. no.). It could look like this on a form.

Phone No. 283-6029 S.S. No. 593-21-6394

If you do not have a phone, either write none on the line or the phone number of a person who can reach you.

Some forms will ask you about your education. They will ask where and when you went to school, and what grade you completed. You should always take this information with you when you go to apply for a job.

On a form, it might look like this.

Education

Type of School	Dates Attended	School name and address	Courses or major	Graduate yes	Graduate no	Degree earned
Grammar	9/60 to 6/68	ROCKY BLUFF ELEMENTARY		X		
High	9/68 to 6/72	WINDOW ROCK HIGH SCHOOL			X	
College	to					
Business or Trade	to					

V.A. Writing of personal information

It is important to fill out forms carefully. Print neatly for easy reading.

Where it says "signature" or "signed," write your name like this:

Signature Michael J. Fox

Now, you should practice filling out forms. Fill out these forms about yourself. The more you practice, the easier it will get.

Practice Form No. 1

First Middle Last

1. Name _____

Street City State Zip

2. Address _____

Phone No. Date of Birth Social Security No.

3. _____ 4. _____ 5. ___ - ___ - ____

6. Education

Type of School	School name and address	Dates Attended	Graduated yes	Graduated no	Courses or major	Degree earned
Grammar		to				
High		to				
College		to				
Trade or Business		to				

7. Signed _____

V.A. Writing of personal information

Practice Form No. 2

1. Name: _____ 4. Date of Birth / /
Last First Middle Mo. Day Yr.

2. Address _____ 5. Phone No. _____
Street

3. _____ 6. S.S. No. _____
City State Zip Code

7. Education

Type of School	Dates Attended	School name and address	Courses or major	Graduate yes	Graduate no	Degree earned
Grammar	to					
High	to					
College	to					
Business or Trade	to					

8. Signature _____

UNIT II, III, IV, V POST-TESTS: SENTENCE STRUCTURE, PUNCTUATION, CAPITALIZATION, PRACTICAL WRITING

Sentence Structure

A sentence is a group of words that has one whole thought or idea. Put a line under only those groups of words you think are whole thoughts or ideas.

1. The bread is ready
2. The rainbow
3. Baskets are woven by
4. There is snow on the peaks
5. The sun is shining
6. The clouds are
7. Pinon trees are found near the roads
8. Pinon pickers will

Punctuation

The sentences below are either statements or questions. Put the correct punctuation at the end of each.

1. Where is the pow-wow going to be held ___
2. We are all going to help with the dance ___
3. The Hopi Reservation is in Northern Arizona ___
4. Is Dave working on a ranch ___
5. Let's go home now ___
6. Ira Hayes was a famous war hero ___
7. When were you born ___
8. Where is my father ___

Capitalization

Put a line under the words that should be capitalized in this passage.

9–16:

in the 1800's, many Plains Indians tried reservation life and hated it. some tribes joined together to try and save their lands. great leaders rose among them like red cloud, spotted tail, crazy horse, sitting bull, and little wolf.

The American Indians in America
Jayne Clark Jones

Practical Writing

Complete this form.

17. Name _____
Last First Middle

18. Address _____
Street City State Zip Code

19. Date of Birth ____/____/____
Mo. Day Yr.

20. Phone No. _____

GLOSSARY

GLOSSARY

adjective	a word that is used to change a noun by pointing out which one or describing the noun; it usually comes before a noun but can also follow a noun
article	the words a, an, the that are used to tell which one
descriptive adjective	a word that describes or tells about a noun; an adjective can tell size, color, shape, number, and so on; it often answers the question what kind?
noun	a word that names a person, place, or thing
plural	more than one
pronoun	a word that takes the place of a noun; it can be used the same way a noun is used — to name a person, place, or thing
proper noun	names a particular person, place, or thing and is capitalized Example: Alice, Kingman, Verde River
question	an asking sentence; it aways ends with a question mark
sentence	a group of words that has one whole thought or idea
statement	a telling sentence; it aways ends with a period
tense	the time (present, past, future) expressed by a verb
verb	a word that shows action